
STANDARDIZED EMERGENCY MANAGEMENT SYSTEM
APPROVED COURSE OF INSTRUCTION

EMERGENCY OPERATIONS CENTER COURSE

G611

INSTRUCTOR GUIDE
2003

EOC Course Instructor Guide

I. Introduction

The Instructor Guide provides guidelines to instructors for the use of the Approved Course of Instruction (ACI) for Emergency Operations Centers (EOCs) at all SEMS levels in California.

The ACI EOC Course curriculum provides:

- Necessary background information to function in EOCs at all SEMS Levels
- EOC principles and applications for all SEMS levels
- Function Specific Handbooks covering descriptions, responsibilities and checklists
- A training standard for all users.

The Instructor Guide consists of six parts and three attachments:

- I. Introduction
- II. Curriculum Description
- III. Course Objectives
- IV. General Instructor Guidelines
- V. Course Presentation
- VI. Frequently Asked Questions

The attachments are:

- A. Generic EOC Tabletop Exercise
- B. Course Test Answers
- C. Descriptions of Supporting Documentation

Supporting Materials for Instructor and Participants:

Guide for Conducting Action Planning Meetings
Action Plan Format
ACI Syllabus
EOC Course Test
PowerPoint Visuals

II. Curriculum Description

The ACI EOC Course curriculum consists of a Participant Reference Manual with Function Specific Handbooks for the five primary SEMS functions, and PowerPoint visuals. The Participant Reference Manual is divided into three chapters.

Chapter One – SEMS and EOCs

Chapter Two – EOC Features at Each SEMS level

Chapter Three – Function Specific Handbooks

The content of Chapters One and Two has been prepared primarily from material contained in the original 1995 SEMS EOC Course, Modules 1-9. Chapter Three, Function Specific Handbooks used in the course relating to the five primary functions in EOCs are made up of new material developed from existing OES Position Description publications. PowerPoint visuals are formatted for Chapters One and Two.

Target Audience:

This course is intended for support, supervisor, management and executive personnel, who as a part of their job duties or special assignments may perform SEMS functions within an agency or jurisdictions EOC or at a DOC.

Suggested Prerequisite Course:

None.

III. Course Objectives:

1. Understand essential SEMS terms related to an EOC, as well as the five SEMS response levels and their relationship to the four SEMS EOC levels.
2. Understand the essential principles associated with disaster management, including knowledge of the fundamental differences and similarities between an emergency vs. a disaster, the role of the Emergency Services Director, the goals of emergency/disaster management, and keys to successful emergency/disaster management.
3. Understand how an EOC relates to disaster management and SEMS, the diversity in purpose and scope of California EOCs, and the basic principles for an effective EOC.
4. Understand the principles of ICS applicable to EOCs, EOC functions and responsibilities, and the use of inter-agency coordination in EOCs.
5. Understand the functions, responsibilities and procedures for EOCs at all SEMS levels including checklists for activation, operations and demobilization phases during an emergency.

6. Understand how coordination takes place between SEMS levels during an inter-agency disaster response, including similarities, differences and key principles associated with a field and EOC SEMS response.

IV. General Instructor Guidelines

A. Management System Emphasis

The SEMS ACI EOC course provides information to improve the capability of personnel to more effectively work within EOCs at all SEMS levels. Instructors should emphasize to participants that because of the major differences found in EOCs across the State, that considerable variation may be found in how the course material may be applied. This curriculum does not teach specific skills related to particular disciplines, (e.g., fire, law enforcement, public works, etc.).

The SEMS Regulation only requires that the five functions of Management, Operations, Planning/Intelligence, Logistics and Finance/Administration be represented in agency and jurisdictional EOCs. SEMS Guidelines provide recommended EOC organizations within the five-function framework.

Do not consider the Participant Reference Manual as a Course Lesson Plan. Instructors must develop their own lesson plans based on participant needs.

B. Instructor Qualifications

Curriculum instructors should have had “real world” experience working in an EOC at the SEMS level appropriate to the participants. As an instructor, you should have previously attended training sessions on the EOC material you are presenting as well as a good background in the methods of adult education.

Instructors should be familiar with the contents of all three Chapters, and be able to direct participants to other material in the curriculum as necessary. There is currently no instructor certification required to instruct the SEMS ACI EOC Course.

C. Meeting Participant Needs

Instructors should spend some time in advance of each training session to become familiar with participant backgrounds and experiences. This will help to prepare and present the instruction in such a way as to be most meaningful.

Some points to remember:

- Take particular care not to overemphasize experiences from your own background, particularly if that background is different from that of the participants. Avoid excessive reliance on “war stories.”
- Present a balanced and unbiased approach.

- Emphasize that the EOC organization is a tested and proven emergency management model. However there will be possible significant variations found in agencies and jurisdictions at the various SEMS levels.
- Take time to interact with participants at breaks, lunch, etc., to learn their needs and to monitor how the instruction is going.

D. Properly Introduce the Course Material

Review the major topics to be covered, the instructional objectives, and discuss participant expectations. Indicate if there will be an exercise, and discuss the format of the test.

Determine who has had previous EOC training using the ACI and when. This will assist in determining whether to supplement the current material or to reduce time spent on areas that have already been covered.

Time Elements:

Times given in the syllabus are estimates only. You must gauge your time carefully. You can estimate that roughly 25% of the available time will be dedicated to small group exercises and testing.

G. Tests and Exercises

An open-book test has been prepared for use. If you elect not to use the open-book testing method, you may wish to eliminate some of the questions requiring fill-ins.

General criteria that may help in evaluating exercises follow:

There are no perfect school solutions given for curriculum organizational exercises. In evaluating an EOC exercise, use the following guidelines, (as appropriate to the exercise):

1. Staff prepared clear objectives (with timelines for accomplishment).
2. Have defined the Operational Period.
3. Considered the need for developing written EOC Action Plan.
4. Logistics, Planning/Intelligence, Finance/Administration support considered.
5. Organization would appear to meet the workload.
6. Organization could easily be expanded.
7. Organization span-of-control is adequate.
8. Considered the need for Agency Representatives and Technical Specialists.
9. Considered need to establish Interagency Coordination Group(s).
10. Participant groups have used appropriate terminology.
11. Participant groups were proactive in their approach.

H. Space and Classroom Requirements

Classroom and support facilities can have a great impact on the learning environment and can determine the success or failure of the course.

A key consideration in selecting a training site is how it will help to meet training goals. Facilities should be selected and organized to meet the requirements and objectives outlined in the syllabus. Consideration should be given to class size, group interaction, and audiovisual needs. Small group exercises, which are highly recommended, may require additional accommodations.

If you are responsible for selecting a training site, logistical issues should be a principal consideration. Transportation, parking, lodging, food services and support facilities should be included with other cost factors.

The classroom should:

- Be quiet and free of outside distractions.
- Have controlled lighting (e.g., lights can be dimmed and windows shaded to permit the showing of films, overheads, etc.).
- Have good acoustics.
- Provide adequate ventilation.
- Have sufficient space, desks, tables, and equipment for the number of course participants.
- Be equipped with audiovisual aids.
- Provide support facilities such as outdoor smoking areas, restrooms, break areas, etc.

When setting up the classroom, you should:

- Arrange desks or tables to allow participants to work in small groups or individually, depending on the course. You should also be able to move freely through the classroom.
- Make name tags for each participant. If participants are grouped around small tables, try to ensure that no table has two participants from the same location. Ideally, each table would include participants from three to five different agencies.

Equipment and material needs will vary. Most training sessions will require at least the following items:

- Projectors (35mm, overhead, PowerPoint)
- Lectern
- Chalkboard or whiteboard, erasers
- Easel and flip charts, marking pens

I. Good Learning Principles

1. **Readiness** - Participants need to be ready to learn for your instruction to be successful.
 - External motivation includes having a proper classroom atmosphere.
 - Internal motivation includes participant willingness to learn.
 - Pre-entry skill level refers to each participant's current skills. You do not want to be so far over their heads that they are lost, or so basic they are bored.
2. **Exercise** - Repetition and practice aid retention. Consider ways to build them in without creating boredom.
3. **Intensity** - the more vivid the experience, the more participants are apt to retain. Therefore, vary your voice, stances, expressions, etc., during lectures and include visual aids. Try to design activities rather than just lectures. Involving more senses will help participants retain more information. Color adds intensity to visuals. For instance, a full-color picture often has more impact than a black-and-white picture.
4. **Involvement** - People who are actively involved in the learning process retain information longer. Design participatory activities into the training wherever possible.
5. **Anxiety** - Too much anxiety makes people freeze so they can't learn; too little anxiety makes people bored and they may fall asleep or leave. Research show that a mild amount of anxiety is best for learning.
6. **Success** - Design your course for immediate participant success. Keep what you say positive and your participants will also be more positive.

V. Course Presentation

The following materials should be available for participants:

Participant Reference Manual including one or more of the five Function Specific Handbooks.

Hard copy of the PowerPoint Visual Handouts (three visuals per page with note space). Participant handouts for the course should be matched to instructor visual selection. All visuals need not be used.

Instructor lesson plan (Notes Pages) will be developed from the PowerPoint visuals which are matched to the Participant Reference Manual. The manual should be available but need not be directly used during the presentation of the material.

There are three parts to the course.

Chapter One is divided into three sections:

Chapter One is primarily background information on SEMS and EOCs in general. This segment should be given to all participants who are not fully aware of SEMS and the role that EOCs perform.

- Section 1 provides background on California Emergency Management related to EOCs. It covers the Emergency Services Act relating to EOCs, the SEMS Law and Regulation, and terminology.
- Section 2 covers the principles of disaster management in EOCs. It describes the difference between incidents and disasters, goals and phases of disaster management, and the role of the EOC in emergency management.
- Section 3 describes EOC operational considerations. It covers the basic considerations for a well designed EOC, EOC layout and support requirements, criteria to activate an EOC, basic operating requirements, use of EOC action plans and inter-agency coordination in the EOC.

Chapter Two is also made up of three sections:

- Section 1 describes EOC features at the local government level.
- Section 2 covers EOC features unique to the operational area level.
- Section 3 describes EOC features specific to the region and state levels.

The instructor will select the appropriate information based on the SEMS level the participant will be working at.

Chapter Three: Function Specific Handbooks:

Each Function Specific Handbook covers functions and responsibilities for each position within the section and also provides a checklist of activities for phases of activation, operations and demobilization.

- Management Section
- Operations Section
- Planning/Intelligence Section
- Logistics Section
- Finance/Administration Section

Each Handbook contains function descriptions, responsibilities and checklists. There are no visuals for the Handbooks.

Material covered using the Function Specific Handbooks should be given in a workshop setting, with each functional group meeting separately to review and discuss the Handbook content. A course exercise provides a basic scenario and a series of discussion questions for each major EOC section.

A course test has been prepared and is available for use as desired.

Course Length: Suggested length for the Course is eight hours.

VI. Frequently Asked Questions

1. Do we have to use the ACI EOC course in order to be in compliance with SEMS?

No, the SEMS requirement is that agency personnel must be trained to meet the course objectives described in the ACI Syllabus. The EOC Course provides a vehicle to do that, but agencies may use their own training programs as long as they meet the course objectives stated in the Curriculum Syllabus.

2. Is the EOC course test mandatory?

No, tests are to be used according to agency training requirements. There is no minimum passing score.

3. Does Unified Command (or management) fit into the EOC environment?

No, EOCs are almost always established on an agency/jurisdiction/department basis for which there is a clearly delegated management authority and responsibility to an EOC Director. However, the management of the EOC can change based on the kind of event, or during later phases of the same event.

4. How should EOC Directors be assigned?

EOC Directors should be assigned on the basis of their experience and qualifications to manage the EOC. The level of EOC activation may call for a different qualification level of the Director. Some jurisdictions select the EOC Director from the discipline and background that most closely matches the nature of the emergency for which the EOC has been activated. Others may always have the EOC Director from the same discipline for any emergency.

5. Do instructors for the SEMS EOC Course have to be certified?

No, there is currently no certification required for SEMS ACI instructors. Agencies will determine instructor prerequisites. General guidelines for instructors are found in the Instructor Guide.

6. Are participants certified in EOC functional positions as a result of taking the ACI EOC course?

No. There is currently no certification within SEMS for EOC positions. Agencies will self-certify their personnel.

7. Is there any additional ACI EOC positional training available?

Function Specific Handbooks currently list responsibilities and a standard set of positional checklists describing what actions to take. Some information on how to perform functions has been included in the Function Specific Handbooks. For example, how to conduct a planning meeting and prepare an EOC Action Plan. However, because of the wide variation in how EOCs are set up, the details on operating procedures on how to perform EOC activities are the responsibility of the appropriate agency or jurisdiction.

ATTACHMENT A

Generic EOC Tabletop Exercise

This exercise (or adaptations to it) can be used to provide participants with a learning situation directly related to the EOC function(s) they are to perform. Separate work groups with facilitators should be established for each of the primary SEMS functions. Functional groups can interact as desired.

Discussion problems associated with the exercise are intended to stimulate interaction and discussion within the groups. Instructors may use all questions or a lesser number as desired.

SCENARIO – METRO CITY:

(Modify as necessary to fit smaller or larger jurisdictions, Operational Areas, etc.)

A storm has dropped over _____ inches of rain in the last three days with continued light to moderate rain for the rest of today. The weather forecast calls for a new front to pass through in the next 12 hours that will deliver an additional _____ inches in the following 72 hours.

The City's major streets have been flooded for the past 24 hours, as storm drains cannot handle the run-off. Traffic is near impossible with 90% of all traffic lights out. Information as to the extent of flooding is sketchy at this time. However, there are temporary power outages for as long as three hours in all parts of the City.

The Rio River to the west is flowing at 90% capacity, and the Buckner Bridge is being pelted by debris and there is visible damage to the underside. The Sanso River is in a similar state, flowing at over 90% capacity.

The City has received an emergency bulletin from the Corps of Engineers that the Belter Dam is near overflow and due to the weather report will start an emergency release in the next 4 hours.

It is now 10:00 a.m. The City Council has been called into emergency session, and the City officials have gathered in the EOC to assess current field reports and develop an action plan.

ASSUMPTIONS:

Surrounding cities to the west, east and south are in similar conditions. Therefore, mutual aid assistance is not immediately available.

Inbound and outbound traffic from the north and south are completely blocked on two major streets.

The immediate concern of City employees is whether they can get home to their families, and for those employees who live in town, whether their families are okay.

Flooding is widespread with standing water of 8-12 inches in many areas.

MAJOR EVENTS:

1. Many city facilities as well as commercial and residential areas have experienced varying degrees of flooding.
2. Power has been down for 5 hours in the entire south side of the city.
3. County Flood Control has identified a location where a levee may fail. This area is near a 100-space trailer park for active seniors.
4. Broken and backed-up sewer lines have contaminated several blocks of homes.
5. The loss of power has affected three water well pumps on the south side, and water pressure is very low at this time.
6. The High School has moved 600 students into the gym because of flooding to a portion of the school and is trying to close and send students home.
7. 911 emergency communications is inundated with calls. Fire and Police have a backlog of over 95 calls. A majority of calls are non-emergency.

MANAGEMENT SECTION

Discussion Problem 1:

Review the list of Major Events. In light of these events, as well as other facts/issues you can deduce, discuss your response priorities and outline objectives and a basic plan of action to be accomplished within the first 12-hour operational period.

Discussion Problem 2:

Discuss actions a city could take to assure a viable work force and the welfare of city employees. Consider issues such as work shifts, the need for employees to take time off to take care of personal business related to the event, facilitating communication between emergency staff and their families, stress reduction and mental health, and any other areas of concern.

Discussion Problem 3:

Review the list of Major Events, then outline a public information strategy for dealing with the media and imparting information to the general public. Consider the **what** and **how** of information dissemination, as well as such issues as staffing the Emergency Public Information function, controlling the accuracy and flow of information to the media and the general public, arranging press briefings, etc.

Discussion Problem 4:

City Hall and Police Headquarters must be evacuated due to flooding. Discuss (1) alternate sites for the seat of government; (2) alternatives for the Police Communications Center; (3) who will be allowed to re-enter City Hall and under what conditions; (4) any changes you would make in the kinds and level of City services to be offered during the crisis period. Discuss water hazards and potential cleanup issues.

OPERATIONS SECTION

Discussion Problem 1:

Review the list of Major Events. Discuss your plans for evacuation and relocation. What departmental resources will you need? What departments and agencies will you need to coordinate with? What resources/action will you need from them? What communications networks and equipment will you need? (Each branch director should address issues appropriate to his/her area or department.)

Discussion Problem 2:

Based on the Major Events list, you request mutual aid. The estimated time of arrival for mutual aid is approximately 24 hours. How will this affect your operations overall in terms of priorities and tactics? What resources will you request? Where will you establish locations for mobilizing resources? What are your specific needs for equipment, feeding, sanitation, and security at base and staging areas? How will you go about securing and managing these items?

Discussion Problem 3:

Review Item 6 on the Major Events list. Describe your plan for arranging for another evacuation center, handling public information, etc.

Discussion Problem 4:

Have you identified your special needs populations? How will you notify, transport and shelter?

PLANNING/INTELLIGENCE SECTION

Discussion Problem 1:

Several departments have begun the initial damage survey. Each department conducts its survey independently. As the intelligence arm of the City's emergency organization, you need to have this information reported to you accurately and as quickly as possible.

What types of information will you find most useful during the initial damage survey? What procedures need to be in place **before** the emergency to systemize the reporting process? If information is not forthcoming from the field, how do you obtain information?

Discussion Problem 2:

Voluminous information is being relayed to the EOC from various sources. Much of this information is not getting to you, which prevents you from carrying out your responsibilities. Discuss the following:

What kinds of information or reports will you need? How would you like this information transmitted to you? How often should this information be reported? The Planning Department will generate what reports and displays? How often? Who will you need to coordinate with in order to develop a reporting schedule?

Discussion Problem 3:

As part of the Action Plan, you will need to address building inspection procedures and provide guidance following recession of the floodwaters. According to the initial damage survey, there are large numbers of homes and businesses that are in the inundation area. How will building inspection procedures differ from those following an earthquake? How will you organize/prioritize building inspections? What will be your method for tagging/categorizing buildings? Under what circumstances will you allow entry to limited entry buildings? Do you have adequate staff? How will you supplement staff? Approximately how long will it take to complete the inspections? (*The actual building inspection process is an Operations functions.*)

Discussion Problem 4:

Discuss any economic, physical and social recovery issues that can be anticipated as a result of the flooding?

LOGISTICS SECTION

Discussion Problem 1:

You have been asked to identify several sites to be used as evacuation centers and shelters. Discuss the following:

How will you make the distinction between evacuation centers and shelters? What equipment/resources will you need in these facilities? How will you handle transportation for citizens who can't get there on their own? What will be the role of the American Red Cross? Of the City? Of the local school district? How long do you anticipate that it will take to identify the evacuation and shelter locations? What resources (people and materials) will be needed? What kind of coordination will you need?

Discussion Problem 2:

You have been charged with developing a plan to feed all emergency responders (field, EOC and remote locations).

Discuss major points of your plan, including food source and method of distribution, meal schedules, method of payment, cost tracking, etc.

Discussion Problem 3:

The City's water supply is contaminated, due to broken water and sewer lines. **The Operations Section Water Unit has been activated.**

Discuss a plan for obtaining drinking water to the City's inhabitants for a period of time. Consider such issues as vendors, storage areas, transportation routes, packaging, public information, etc. With whom will you need to coordinate your efforts?

Discussion Problem 4:

Various churches, community groups and individuals have come forward to volunteer their services.

Discuss your plans for recruiting, registering, supervising and utilizing volunteers. What information will you need from persons ordering volunteer staff? Where will you establish a volunteer staging area?

FINANCE/ADMINISTRATION SECTION

Discussion Problem 1:

As the result of poor documentation and ignorance of qualifying expenditures, jurisdictions sometimes fail to recoup all expenses to which they may be entitled. What steps can the Finance/Administration Section take to avoid these pitfalls? Identify procedures for transferring purchase information to the Finance/Administration Section for proper documentation.

Discussion Problem 2:

Suggest procedures for tracking, investigating and filing claims for emergency-related injuries. Which procedures will be implemented during the immediate emergency and which procedures will be implemented during the post-emergency period? Does this unit need to work in the EOC, or can it function from another location?

Discussion Problem 3:

Discuss procedures the Time Unit can establish to both track personnel time and equipment and tie this information to emergency response sites and site-specific work locations. How will you differentiate between emergency-related and routine duties? Overtime from regular time? How frequently will you collect this information (at end of each shift, operational period, etc.)? How will you ensure that the various agencies/departments understand and comply with your record keeping system?

Discussion Problem 4:

Suggest procedures the Purchasing Unit will need to establish to coordinate and document all emergency purchases, agreements and contracts. Based on the scenario, what are some likely purchases, agreements, and contracts your jurisdiction will make? Name other EOC sections with which you will need to coordinate your efforts.

ATTACHMENT B

EOC Course Test Answers

1. True
2. True
3. False
4. At all SEMS Levels
5. False
6. Section
Branch
Group
Unit
7. Local Governments
8. False
9. Liaison Officer
10. True
11. False
12. State-wide Information System
13. Emergency
Disaster
Incident
14. Lack of information
Possible loss of communications
Activation usually takes place after the fact
Loss of staff
Often a shortfall of resources

15. Save lives
Care for casualties
Limit further casualties
Limit further damage to structures and environment
Reassure and care for the public
Restore area to normal as soon as possible
16. Mitigation
Preparedness
Response
Recovery
17. Mitigation
18. C
B
D
E
A
19. False
20. Disaster plan in place
Good Standard Operating Procedures in place
Adequate training and exercises
Use of SEMS
An effective EOC
21. A clear mission statement for the EOC
Well-designed facility that allows for efficient operations
Organization and staffing using the five SEMS functions
Good internal and external communications
Training and exercises in EOC operations
22. Resources are required beyond local capabilities
The emergency is of long duration
Major policy decisions will or may be needed
A local or state emergency is declared
Activation of an EOC will be advantageous to the successful management of an emergency
23. False
24. True
25. True
26. Section Coordinators

- 27. Action Planning
- 28. True
- 29. Three to seven
- 30. True

ATTACHMENT C

Descriptions of Supporting Documentation

Following are brief descriptions of documents produced by the SEMS Maintenance System that may be helpful to Instructors and Participants in the EOC Course.

1. *Shelter Medical Group Report: Evacuation, Care, and Sheltering of The Medically Fragile (over 50 pages including appendixes)*

- Developed to address the need for emergency evacuation and care of the medically fragile.
- Is not disaster-specific, although the problems addressed resulted from flood events of the late 1990s.
- Identifies problems and provides suggested .

Suggested Application: EOC Course: Operations Section.

Group Activity: Have participants develop the appropriate branches, groups, and units under the Operations Section that can address the relocation and care of the medically fragile in an Operational Area EOC.

Presentation: Provide and discuss an organization chart that addresses evacuation of medically fragile under the Operations Section.

2. *Guidelines for Inter-County Sheltering Caused By Large-Scale Evacuations of People (Approximately 20 pages)*

- Developed in response to Winter Storms of 1997, which resulted in evacuation of 150,000 persons.
- Describes procedures for evacuation and care of 10,000 or more evacuees.

Suggested Application: EOC Course: Planning/Intelligence, Advance Planning Unit. Adaptable to either Operational Area or Regional level.

Group Activity: Situation Reports indicate that County A is near shelter capacity and projected weather and levee conditions indicate that the current shelters are threatened with flooding. The Advance Planning Unit is charged with developing a plan to address potential large-scale evacuations. The document above may be used as reference for developing the Action Plan.

Discussion: Present the paper to the class and through a brainstorming session have participants identify possible SEMS issues raised in the paper and then how the paper addressed them.

3. *SEMS Resource Ordering and Tracking: A Guide for State and Local Government (Approximately 50 pages with attachments)*

- Provides a description of how OES orders and tracks resources.

Suggested Application: EOC and Field Course.

Group Activity: Divide the group into four sections to represent the field level, local government level, operational area level and regional level. Provide each level with resource requests. Have a group spokesperson for each level identify how they received the request, who should handle it and why and if they couldn't fulfill the request what would they do with it and why? The above-mentioned document may be provided prior to this exercise or following it.

4. *Disaster Assistance Funding Guidance (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 10) (17 pages including attachments)*

- Describes disaster assistance programs, who administers them, requirements and restrictions that existed in 1997.

Suggested Application: EOC Course.

Group Activity: Using 1997 as the basis for discussion, divide the class into the following groups:

1. Local Emergency
2. State of Emergency
3. State of War Emergency (optional)
4. Major Emergency
5. Major Disaster

Using the above document each group will list who decides on the action, benefits, powers granted under such conditions and restrictions. A group spokesperson will present the group's findings.

Presentation: Present the materials in the document using either a brainstorming session or slides (to be developed by the instructor).

5. *Public Assistance Eligibility Guidelines for Floods (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 10) (28 pages)*

- Specifically oriented to the Winter Storms of 1997.

Suggested Application: Possibly the EOC Course.

Out of class assigned reading for in-class discussion: Facilitated in-class discussion to identify issues associated with the event and what, if any are SEMS issues.

6. *Flood Preparedness Guide for Levee Maintaining Agencies (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 3) (6 pages)*

- Describes the response process under SEMS.
- Provides a sample of a levee maintaining agency emergency plan.

Suggested Application: EOC or Field Course: Operations Section:

Short Class Discussion: Provide the class with a short amount of time to read the paper. Solicit ideas from the class about where the levee maintaining agencies would be represented in the SEMS structure. Under what function.. at the field level, local government level, operational area level and regional level? What would be the best way to include multiple LMAs at each level?

7. *Guidelines for Coordinating Flood Emergency Operations (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 1) (8 pages)*

- Provides a concept of operations for coordinating emergency response at the field level between local, state and federal agencies with flood control jurisdiction and/or responsibilities.

Suggested Application: EOC or Field Course: Operations Section.

Short Class Discussion: Provide the class with a short amount of time to read the paper. Solicit ideas from the class for other examples where state, federal and local agencies exercise jurisdictional responsibilities in the field and other SEMS levels.

8. *Legal Guidelines for Flood Evacuation (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 2) (35 pages)*

- Cites laws and regulations pertaining to authorities for ordering flood evacuation.

Suggested Application: EOC or Field Course: Operations Section.

Class Activity: Provide participants with a short time to review the document and then facilitate a discussion on evacuation that addresses: Field authorities; Duties and Responsibilities of Evacuation; significance of the Emergency Services Act; and Potential Liabilities and Immunities.

9. *Emergency Plans for Mobile home Parks (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 5) (22 pages)*

- Provides a model emergency plan for mobile home residents and mobile home park managers.

Suggested Application: Informational only. Could be background information for an EOC class flood exercise.

10. Protocol for Closure of Delta Waterways (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 7) (7 pages)

- Identifies responsibilities and conditions for closure of Delta Waterways.
- Addresses both pleasure and commercial boat traffic restrictions.

Suggested Application: EOC Course: Planning/Intelligence Section – Advance Planning Unit:

Class Activity: Based on a Northern California Flood Scenario, using the above document as reference, the Planning/Intelligence Coordinator has received notice of a large boating event in the delta as flood-fighting efforts are initiated. Develop an Action Plan that addresses future needs of the flood-fight that should involve some boating restrictions and how they will be coordinated.

11. Mutual Aid Specialist Committee Findings and Recommendations (17 pages with attachments and Recommendations)

- Definitive analysis of mutual concepts as practiced in California.
- Recommendations for altering the Master Mutual Aid Agreement (MMAA) to allow for reimbursement.

Suggested Application: EOC and Field Course.

Class Activity: Conduct a facilitated discussion having the participants identify agreements that relate to:

- Mutual Aid
- Mutual Assistance
- Methods to obtain reimbursement

Have the participants address the following:

- How to “correct” the Master Mutual Aid Agreement”
 - Pros and cons of each method
-

12. Legal Guidelines for Controlling Movement of People and Property During An Emergency (78 pages)

- List of laws and regulations that currently exist that provide legal authority for controlling movement of people and property during emergency events.
- Addresses all authorities with authority to date.

Suggested Application: EOC and Field course:

Class Activity: Divide the class into four groups:

1. Evacuation
2. Curfew
3. Quarantine
4. Route closures

Each group is charged with identifying from the paper:

- Legal authorities
 - Who initiates the action
 - Liabilities
 - Possible alternatives
-

13. Search and Rescue Operating Plan and Model Memorandum of Understanding (10 pages)

- Identifies the agency with the legal authority/responsibility for each type of search and rescue activity.
- Provides a Model MOU to ensure conflicts over authority/responsibility are avoided through pre-event planning.

Suggested Application: Field Course: Unified Command Module.

Class Activity: Facilitated Discussion. Participants are to identify various search and rescue scenarios that involve more than one agency with jurisdictional responsibilities that could best be handled in a Unified Command.

14. Memorandum of Understanding for Animal Care During Disasters (completed in compliance with the Flood Emergency Action Team [FEAT]: Initiative Number 6) (3 pages)

- Provides a model for ensuring pre-event planning, includes agreements for animal care when evacuations are necessary.

Suggested Application: EOC and Field Course.

Class Activity: Facilitated Discussion. Participants are to critique the document and identify who has jurisdiction over evacuation and care of pets, livestock, in cities, counties, and where in SEMS would this role best be handled?

15. Unified Command And SEMS: A Guide for State & Local Government (6 pages)

- Developed as a vehicle for inclusion of local governments concerns in oil spill responses that ensures jurisdictional responsibilities are recognized.
- Recognizes state and federal jurisdictional responsibilities in oil spills.

Suggested Application: No specific application, provided as supporting document to the Field Course: Unified Command Module.

16. Standardized Emergency Management System (SEMS) Guidance for Special Districts (27 pages)

- Analyzes the different types of special districts and possible emergency management relationships consistent with the requirements of SEMS.

Suggested Application: EOC Course.

Class Activity: Facilitated Discussion. Participants are to identify what special districts in their jurisdiction have emergency management response capabilities or responsibilities. Based on this they will identify where these special districts fit in the SEMS structure and what functions they can support in an EOC.